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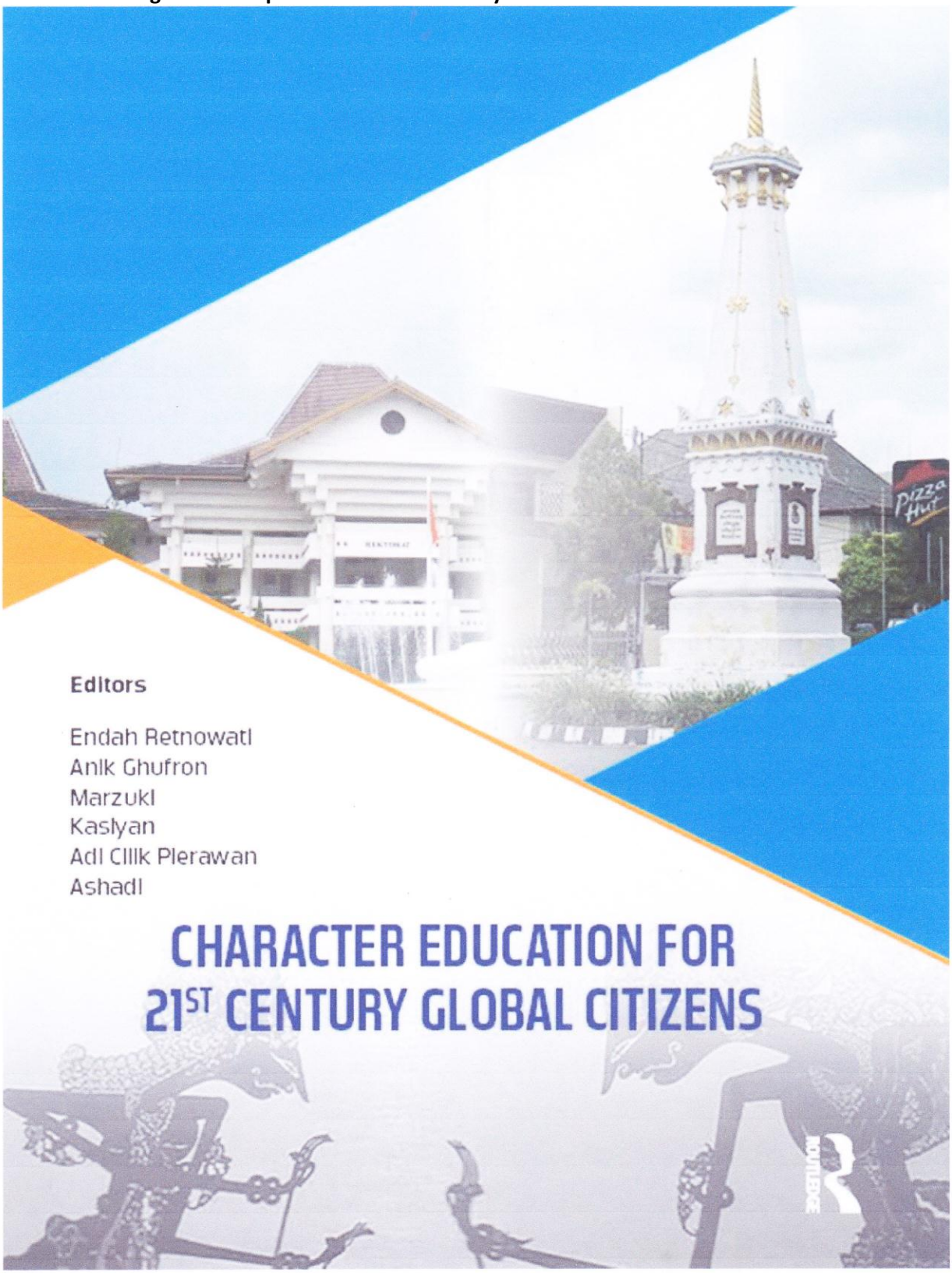

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Character Education for 21st Century Global Citizens

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As linguistics is separated from the literary domain: Questioning the blurred portrait of English language instruction in Indonesian senior high schools

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ABSTRACT: Language instruction performs its strategic substance when it is used as a medium for teaching students the communicative domain of the language as well as moral values. In teaching the communicative domain, language instruction is closely related to the rational domain of language. Meanwhile, its emotional domain is related to the moral values represented in literary works. The use of both rational and emotional domains of language in language instructional practices is expected to give a valuable contribution in creating a balance in students' mental development. Hence, this study discusses the practice of English instruction conducted in senior high schools focusing on the question of whether it serves the integration of the linguistic and literary domains of the language and factors leading to that. The method used was a qualitative-naturalistic approach by analyzing the available textbooks. The study revealed that: 1) the practice of English language instruction conducted in senior high schools, seen from its textbooks, has put its emotional domain aside and is mainly concerned with the rational domain of the language; 2) this phenomenon was caused by the misconception of the communicative function of language as a result of the *zeitgeist* of this modern era, which tends to propose a rationalism hegemony.

1 INTRODUCTION

One of the important goals of national education mentioned in the Laws of the Republic of Indonesia No. 20, Year 2003, is to improve the quality of Indonesian people who have equal understanding of both intellectual and emotional potentials. Intellectual potentials are related to the critical logic development that exists in the left part of the brain (Marks-Tarlow, 2013). Meanwhile, the emotional potentials are closely related to the development of the sensitivity dimension of the senses and emotion that belong to the right part of the brain (Schore, 2000; Kolb & Whishaw, 2016).

These two domains are of the same importance although some studies show that the domain of the senses and emotion that are closely related to values and morality, provides a greater contribution to humans' success in their lives (Goleman, 2011, 2012). Consequently, it is widely believed that moral education is the center of humanity education (McKernan, 2007).

There are various subjects concerning learners' emotion potential developments under the field of moral education (Salovey et al., 2004), and one of these is language education, not to mention English language education.

Although language education is generally under the field area of moral education, its discussion can be divided into two main parts. The first part is the discussion closely related to logic substances primarily concerning the linguistic domain of the language under the influence of the left hemisphere of the brain (Keiper & Utz, 1997). In addition, Feinstein (2006, p. 512) mentions that "language skills are primarily associated with the left brain". The second part concerns the discussion of topics related to the substance of emotion-sense sensitivity, well known as the literary domain (Henderson, 2014; Mills, 2016). This domain is closely

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related to the right brain (Williams, 1986). It is in these two domain sides—linguistics and literary—that an ideal practice of language education needs to be conducted. Each of the domains needs to be presented equally in the instructional practices.

However, there is one crucial problem in the practice of teaching English at all levels of education in Indonesia including the practice conducted in senior high schools. The current practices of teaching English in Indonesia, either in elementary school, middle school level or higher education level, tend to merely teach its linguistic substance and neglect or even omit its literary substance. It can be clearly identified, not only from the content of the curriculum but also from the content of commonly used textbooks that focus mainly on the mastery of linguistic aspects of the language represented by the learners' mastery of the four language skills: listening, speaking, reading and writing.

This language education model in turn will merely support one side of learners' brain development—the left side of the brain dealing with logical intelligence. On the contrary, this model does not give enough space for the development of the right side of the brain which deals with emotional intelligence. As mentioned earlier, it is the emotional intelligence that provides better capital of learners' success in their lives than that of logical or intellectual intelligence as it is closely related to the abilities to adapt to other people and also other environments (Mourlas & Germanakos, 2008).

In fact, there have been some scholars stating that the literary dimension has a positive contribution to the linguistic domain. One of the ideas says that the literary domain is an efficient vehicle for foreign language acquisition (O'Sullivan et al., 2015). Another idea is that proposed by Bruns (2011) that the literary domain improves the students' motivation in learning, considering the fact that most literary works are presented using interesting linguistic expressions.

In a wider context, literature can be used to teach values and to provide examples of finding a good solution in life to learners. In addition, Frevert and Olsen. (2014) mention that literature plays a significant role in developing children's emotional intelligence. Another idea was proposed by Bruns (2011, p. 13) saying that "literature serves as a potential source of values, perspectives, or ways of living that may be better than one's own or those available in present society". Meanwhile, Jerome et al. (2016, p. 36) mention that "literature has the potential to enhance readers' understanding of themselves in relations to others in this world through their engagement with literary texts. All forms of literature not only provide a source of enjoyment and satisfaction, but also serve a multiplicity of functions and purposes for different kinds of readers across space and time".

There are various definitions related to the term "literature" on the basis of in which cultural context this term is used. Historically, in Western Europe around the eighteenth century, the term "literature" was used in reference to all books and writing (Leitch, 2010). Generally, the term literature refers to any text having an interesting quality of representation either in the form of fiction or non-fiction, such as poetry, novels, short stories, plays and the like (Eagleton, 2008).

Considering the benefits that learners get from teaching the literary domain, it will be much more beneficial to present the literary domain in the practice of teaching English for all levels of education owing to the fact that schools are the right place to build intellectuality and emotionality of learners (Matthews et al., 2004).

In line with this idea, the founding father of national education in Indonesia, Ki Hadjar Dewantara, long ago proposed "senses" as the main component of the education trilogy with his famous terms *cipta* (create), *rasa* (senses) and *karsa* (intention) (Dewantara, 2013). The synergy of these three elements could enhance the sensitivity of the soul for the sake of forming noble human beings (Kasiyan, 2002).

Regarding this, there have been movements in many parts of the world for a long time, not to mention in England, to consider literature as a means of forming humans' morality or characters—an effective medium to educate people to become sensitive. Many scholars and poets have considered "literature" as a *torch*, a torch that gives light to human life and is considered as having a similar position as *holy books* (Eagleton, 2008). In line with this, Kristeva (McAfee, 2004, p. 50) claims that literature can be the catharsis of human souls. Following

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Aristotle, the term catharsis means the purity process or soul purification (Ghezelsofla et al., 2015).

Schmidt and Pailliotet (2008, p. 211) mention that much of the literature read at school is assumed to instill character, morals and citizenship education. Therefore, the discussion of the term literary education in this context is oriented not to enable learners to become poets but needs to be seen under the framework of "education through literature" (Schmidt & Pailliotet, 2008; Cummings et al., 2014). Similar to that idea, Byram (2008, p. 150) states that as language teachers start focusing primarily on skills that are "value-free", language learning has become separated from the teaching of literature because the teaching of literature has the potential to make learners learn the use of language aesthetically and also to make them learn moral values accompanying the use of language.

In discussing the instructional process and its relation to the internalization of various values either those related to the linguistic or literary dimensions, one of the important media that can be used is textbooks that can be defined as a manual of instruction in any branch of study.

In accordance with the background of the problem, a study related to the idea of integrating linguistic and literary dimensions in the practice of English teaching and learning is important and strategic. In relation to that, this study focuses on describing two things: (1) the existence of English textbooks containing the integration of linguistic and literary domains; and (2) factors leading to their separation.

2 METHOD

This study used a qualitative method with naturalistic inquiry (Agostinho, 2005) by analyzing available documents, in this case, English textbooks for senior high schools used in Indonesia. It can be categorized as a library research (McNabb, 2015). In this study, the samples are English textbooks published by the Center for Curriculum and Books, Ministry of Education and Culture, Jakarta and those by other private publishers. The books are *Bahasa Inggris untuk SMA/MA/SMK/MAK* (English for Senior High Schools) written by Widiati, Rohmah and Furaidah (2017); Pathway to English for Senior High Schools: General Program, and Pathway to English for Senior High Schools: Special Program (Sudarwati & Grace, 2014a, 2014b).

Meanwhile, the approach used in this study was hermeneutic focusing on interpretation activities (Kinsella, 2006; Roberge, 2011). The main instrument is the researcher as a *human instrument* (Peredaryenko & Krauss, 2013). The technique for analyzing the data used in this study was the descriptive-interpretative technique (Miles et al., 2013; Sloan & Bowe, 2014).

3 RESULTS AND DISCUSSION

3.1 *The existence of English textbooks for SMA in Indonesia containing the integration of linguistic and literary dimensions*

Before presenting the results and discussion of this study, it is necessary to mention that English is a subject taught in Indonesian schools starting from elementary school (as the local content), junior and senior high schools to university level. For junior and senior high school levels, the English subject is given from the first grade to the third grade. The currently used curriculum is known as Curriculum 2013.

In relation to the textbooks used in schools, the government has provided electronic versions of textbooks for almost all subjects, not to mention English, but most teachers tend to use them together with other books provided by private publishers. The books chosen by most teachers are those published by Erlangga Publishers including Pathway to English for the general and language programs.

The study of these three textbooks for senior high school grades X to XII has revealed some findings as follows. From the whole subject matter contained in the English textbooks,

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as represented in the content of the books, it can be said that there are no efforts of integrating the two dimensions. This can be seen, for instance, from one of the English textbooks for grade X provided by the government that consists of 15 chapters focusing on lessons and activities related only to the linguistic dimension.

Take for example, the formulation of the learning objectives in Chapter 11 of the same book. It is clearly stated that after studying Chapter 11, learners are expected to be able to: 1) explain the objectives of communication, structures of the texts, and linguistic elements of simple spoken and written narrative texts of folktales based on the context; 2) explain the contents of the spoken and written folktales by considering the objectives of communication, the structures of the texts and linguistic elements of narrative texts based on their contexts; and 3) retell the story by using spoken language and written language by considering the objectives of the communication and so on. The similar formulation of learning objectives as mentioned has also been found in the other chapters of the same book and also in chapters of the other books for different grades.

Regarding this, it can be said that the whole practice of teaching English at the senior high school level, at least on the basis of its content materials in the textbooks, is aimed at teaching the language as a means of communication.

If the entire practice of language education has put the communication competence, both receptive as well as productive as its main orientation, it would eliminate the function of language as a means of developing critical thinking that can be defined as self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. It is widely believed that those who think critically consistently attempt to live rationally, reasonably and empathically. They are keenly aware of the inherently flawed nature of human thinking when left unchecked (Elder, 2007).

One of the benefits of having critical thinking skills that are indispensable is that the person may have more empathy and tolerance and tend to be ready for communication in multicultural contexts (Fortanet-Gomez, 2013).

Being critical is the social capital of each individual to become a perfect social citizen. To conclude, we would like to quote Sumner (Paul & Elder, 2014) when he mentions the paramount influence of critical thinking within societies and among human beings: "education in the critical faculty is the only education of which it can be truly said to make a good citizen".

On the basis of critical thinking terminology, the ability to be critical is closely related to the logical thinking developed by linguistic domains and at the same time involving the complexity of emotional senses, meaning that it needs to involve the literary domain (Fitzgerald & Branch, 2002). In line with this, Clark (2010) mentions that the affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasm, motivations and attitudes. Therefore, for the sake of critical thinking development, it is crucial to consider the types of activities from the point of view of how they contribute both to the intellectual and the affective development (Vdovina & Gaibisso, 2013).

This logical construction, once again, clarifies the significance of integrating linguistic and literary domains in every language instructional practice even though this ideal construction has not yet been found in English textbooks provided for senior high schools in Indonesia.

3.2 *Factors leading to the separation of linguistic and literary domains in English textbooks for senior high schools in Indonesia*

The underlying factors leading to the separation of these two domains in English textbooks for senior high schools in Indonesia can be said to be very complex. However, basically, there are two main factors that are closely related to that phenomenon. First, it is closely related to the need of the global communication function in the twenty-first century, in which the English language plays a significant role and even in its latest development, English has become a kind of "lingua franca" (Spolsky & Moon, 2012; Jenkins, 2013; Mackenzie, 2014).

This strong argumentation related to the function of language as an important medium of communication is also mentioned in the foreword of the textbook for grade X. It is said that

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the rapid development of information technology and communication in the twenty-first century has placed English as one of the main languages in inter-national and global communication. Curriculum 2013, which was designed to deal with the twenty-first century model of learning, realizes the importance of enabling senior high school graduates to master English and enable them to express their ideas and to get ideas from other people coming from other countries for the sake of their nation (Widiati et al., 2017; Sudarwati & Grace, 2014).

Second, in relation to the hegemony factor of modernism that can be easily identified mainly from the emergence of rationalism philosophy (Knox, 2010; Linehan, 2012; Sparke, 2013), it puts everything outside logic including arts and literature that are considered as useless things (Agassi & Jarvie, 2012).

4 CONCLUSION

The main points discussed in the previous part can be concluded as follows. Firstly, related to the main problem of integrating linguistic and literary domains in English textbooks for senior high schools in Indonesia, it can be concluded that there are no efforts to integrate those two dimensions in the entire content or subject matter of those textbooks. From the entire content of the textbooks, it is clearly seen that the meaning and functions of language education is merely as a communication medium. In this context, language education is considered as having its narrow function and has no capabilities to have more comprehensive roles over its communicative function as it is connected to various humanity domains.

Secondly, related to the factors leading to the separation of the two domains of language education in the English textbooks for senior high school in Indonesia, there are at least two crucial and strategic factors identified. First, it is related to the misconception of the communicative function of language that has put aside its critical thinking. It is only the logical aspects that become the focus of discussion. In fact, the critical concept involving the emotional and sense intelligence coming from literary domain of the language in this construction of communication patterns is also important to be noted. Second, the English language hegemony that focuses mainly on the linguistic domain and does not put any attention on the literary domain may be the result of the *zeitgeist* of this modern era, that tends to put forward rationalism. This rationalism perspective has influenced entire aspects of human life that all cultural expression and science, not to mention in this context language education, tend to follow the same linearity that is based on logic. In this sense, literature is considered as something nonsense and useless. It should not be like this as we go back to the long socio-historical facts showing that literature has been the best part of various civilization and humanity processes. This piece of writing is intended to provide a small contribution on the reorientation and revitalization of English teaching and the learning process in Indonesia in the future by considering the integration of linguistic and literary domains in the content materials.

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